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ABSTRACT

This document deals with the problem of adult illiteracy in America and methods of addressing the problem. The first section contains reports on two gatherings held to address the illiteracy problem: a roundtable discussion by members of the National Governors' Association's Task Force on Adult Literacy of the state role in addressing adult literacy (held on February 2, 1987, in Kansas City, Missouri) and a literacy summit devoted to ways of building partnerships for a literate America (held in St. Louis, Missouri, on March 9, 1987). Part 2 describes the various federal program resources. The provisions of the Adult Education Act are outlined as are those of other legislation authorizing and/or funding family-centered, community-oriented, employment-based, and language-related literacy efforts. In Part 3, information (including the name and address of a contact person) is provided on 23 literacy resources. Included among them are voluntary agencies, private initiatives, corporations, councils, foundations, networks, and professional associations. (MN)

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Task Force on Adult Literacy

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NATIONAL GOVERNORS' ASSOCIATION

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MAKING AMERICA WORK

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NGA membership is organized into seven standing committees in major substantive areas: Agriculture, Criminal Justice and Public Protection, Economic Development and Technological Innovation, Energy and Environment, Human Resources, International Trade and Foreign Relations, and Transportation, Commerce, and Communications. Special committees and task forces are formed in response to principal concerns of the Governors.

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PART ONE: Task Force Discussions

TASK FORCE ON LITERACY

Roundtable Discussion
State Role In Addressing Adult Literacy
February 2, 1987
Kansas City, Missouri

On February 2, 1987, Governor John Ashcroft, Chairman of the NGA Task Force on Adult Literacy convened a roundtable discussion meeting in Kansas City, Missouri.

The purpose of this meeting was to provide Governors on the Task Force the opportunity for valuable dialogue with eight nationally known experts on issues concerning literacy.

At this meeting, participating Governors were interested in obtaining information from the experts on issues pertinent to the following areas:

- How do literacy problems affect welfare costs, marketplace productivity, and an individual's self-sufficiency?
- What services are appropriate to address different aspects of the overall literacy problem?
- What should states' priorities be in order to enhance the self-sufficiency of at-risk populations?
- How can states best mobilize and coordinate state delivery systems and resources to address diverse literacy problems?
- How can federal programs best be used to enhance state efforts?

The experts invited to join the Governors at this meeting discussed the above issues at length. Some of the discussion and recommendations they made were related to:

How do literacy problems affect welfare costs, marketplace productivities, and an individual's self-sufficiency?

- There is a clear link between jobs and literacy skills. People who are most likely to be unemployed and underemployed are those who have lower literacy skills and who came from poor families.

- Projected demographics indicated increased minority groups who have lower educational skills. Meanwhile, changing standards of literacy -- from simple reading and writing skills to critical thinking skills -- increase the demands for more literacy skills in the workplace.

- At least 40 percent of the new jobs in the workplace in the future will require postsecondary education training. In the meantime, entry-level jobs in the cities are in decline. There is a mix-match problem for those people who have lower basic skills but are facing an increasing demand for higher skills even for entry-level jobs. On the other hand, in some parts of the country, there will be more jobs available than qualified people to fill them.

What services are appropriate to address different aspects of the overall problems?

- For those people who have the lowest level of literacy skills, general reading and writing education, rather than job training are needed.

- For those who have some level of literacy skills, but need to increase their skills to meet the demands of the workplace, provision of basic skills enhancement at the worksite is important. In addition to the need for job-specific training, there is a growing need for broad and general education among the working population.

- States need to take a closer look at ways to increase literacy training at the workplace. People tend to respond to literacy enhancement if increasing literacy skills could enrich their personal lives.

- For young adults to increase their literacy skills means to enhance their decision-making and critical thinking skills.

- The educational systems should be aware of changing literacy needs and should make the systems be more responsive to these needs.

What should states priorities be in order to enhance the self-sufficiency of at-risk populations?

- In setting priorities and developing strategies for state actions, states need to first identify segments of the literacy-deficient populations. In assessing the needs of the targeted population, states need to recognize that each population group may have different literacy skill levels and may require different services.

- In allocating resources, states need to view literacy issues as more than just an education program. It requires interdisciplinary efforts involving not just the Department of Education, but social service, welfare, employment and training, prison, and other state agencies.

How can states best mobilize and coordinate state delivery systems and resources to address diverse literacy problems?

- The assault on illiteracy will require a systematic and coordinated effort by state government, local communities, and the private sector. The states can help to enhance, expand, and coordinate the delivery of literacy service to adults. However, there is more than one model that can be followed. Literacy programs should be pluralistic, flexible, competitive so they meet the challenge of combating illiteracy.

- Governors can play leadership roles to develop statewide coordinated efforts addressing literacy by mobilizing all state agencies.

- The leadership roles provided by the Governors can help to attract support from businesses, local communities, local governments, and state agencies.

- The need for increased accountability for literacy service provided by both the public and private sectors are critical.

- States can provide assistance by developing systematic assessment of program performance. States can use state resources to encourage better program performance.

- The work of the voluntary organization that provides literacy services in local communities are valuable and need to be supported. "Volunteerism is not free." Both the voluntary organizations and community-based agencies need supports from the states. Even some modest amounts of state resources can provide these organizations with materials, administrative and other supports that could help to stretch their services. For example, states can assist them by paying for the training of volunteers, office space, telephone lines, or transportation assistance.

How can federal programs best be used to enhance state efforts?

- There are at least seventy-nine literacy-related programs administered by fourteen federal agencies at the federal level. Most of these programs treat literacy as one of the allowable activities within the confines of their programs.

- Successful utilization of these programs depends on decisions made by the states on priority setting and resource allocation. For example, funding allocation for the Job Training Partnership (JTPA) programs in many areas is decided by state and local policymakers.

- There has to be more interagency and intergovernmental cooperation at the federal and state levels of resource allocation.

Panelist Information

Irwin Kirch, Project Director, Literacy: Profiles of American Young Adults

Dr. Kirch conducted a three-year Department of Defense study on literacy in the workplace prior to joining the National Assessment of Education Progress (NAEP). He also did an evaluation study of individualized reading programs in military job training programs. As director of the NAEP project he discussed the findings of two NAEP reports: Literacy: Profiles of American Young Adults and The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults.

Benita Somerfield, Special Adviser, Division of Adult Education, U.S. Department of Education

Ms. Somerfield, the former president of Cambridge Book Company and a former practitioner in the field of adult education, has designed and managed effective adult literacy programs in both the public and private sectors. Ms. Somerfield discussed the basic components of literacy programs for adult learners.

John Deveaux, Director, Bronx Educational Services, New York City

Mr. Deveaux is the founder of this non-profit, community-based school. Established in 1973, it accepts only those adults who read at the third grade level or lower. About half of the students enrolled have a reading skill of the first grade level or below. Mr. Deveaux discussed adult learners and the services provided to them from the community perspective.

Karl Haigler, Director, Adult Education Division, U.S. Department of Education

In addition to being the director of the adult education program, Mr. Haigler also serves as director of the Adult Literacy Initiative, which was established by President Reagan on September 7,

1983 to facilitate collaboration between national groups and to recruit new resources and support for adult literacy from all sectors. Mr. Haigler, who is a former teacher and school principal, discussed effective ways to use federal resources for literacy programs.

Sharon Darling, Director, Adult Education Program, Kentucky Department of Education

Ms. Darling has had seventeen years of experience in teaching adults to read. In 1978, she established a statewide literacy program in Kentucky, which became an exemplary program cited by the U.S. Department of Education. Since 1982, Ms. Darling has served as a technical assistant consultant for the U.S. Department of Education assisting 800 schools to develop literacy programs in eighteen states. As director of the Kentucky Adult Literacy Program, she was involved in the formation of the Governor's Literacy Commission. Ms. Darling discussed effective ways to coordinate state and local programs.

Rosalyn Stoker, Director, Technology Readiness Program, Polaroid Corporation

Art Colby, Chairman of the Board, Literacy Volunteers of America and Manager, EEO Programs, Pratt and Whitney

Jean Hammink, Project Director, Urban Literacy Development Fund

Rosalyn Stoker, Director, Technology Readiness Program, Polaroid Corporation

Ms. Stoker established and has managed the technology readiness program at Polaroid since 1985. Her effort has moved the Polaroid Corporation to a position of leadership in workplace education. The Polaroid Program is designed to help employees assess, improve and develop their skills. In 1984, she testified before Congress on the literacy needs of the undereducated in the workforce. She also developed a guide to design job-related basic skills programs that appeared in the American Society of Training and Development's standards and practice manual. Ms. Stoker discussed workplace basic skills training programs.

Art Colby, Chairman of the Board, Literacy Volunteers of America and Manager, EEO Programs, Pratt and Whitney

Mr. Colby serves as the Chairman of the Board of the Literacy Volunteers of America (LVA), a national non-profit organization founded in 1982 to reduce illiteracy in the United States. LVA establishes community literacy programs which recruit and train volunteers to tutor adults and teens who need assistance in basic and conversational English. Mr. Colby discussed the effective use of volunteer tutors in basic skills training programs.

Jean Hammink, Project Director, Urban Literacy Development Fund

Ms. Hammink was in charge of implementing the national literacy initiative of B. Dalton Booksellers. In addition, she served as a liaison for the Dalton Company to other national, state, and local literacy activities. She has done many consulting activities and has been the prime facilitator for building literacy coalition networks at both the national and state levels. Ms. Hammink discussed ways to develop responsible statewide literacy coalitions.

BUILDING PARTNERSHIPS FOR A LITERATE AMERICA

The Literacy Summit
St. Louis, Missouri
March 9, 1987

On March 9, 1987, Missouri Governor John Ashcroft convened The Literacy Summit in St. Louis. Attending were corporate executive officers, foundation officials, state policymakers, educators, and representatives of several nationally renowned volunteer literacy groups. Co-sponsored by the National Governors' Association Task Force on Adult Literacy, Education Commission of the States (ECS), and Project Literacy U.S. (PLUS), the purpose of this Summit was to review some of the varied efforts underway in the public and private sectors; to identify directions the public and private sectors can take to continue the assault on illiteracy in the workplace, our schools and in our communities; and to explore possibilities for new partnerships in literacy between governments, media, and citizens.

An Overview of Illiteracy in America

The increasing rate of illiteracy in America has been underscored in part by the shift from an agricultural-industrial society to an information society. When America was a land of farmers and frontiersmen, literacy[1] required little more than the ability to sign one's name. Literacy, in a society grown more complex, today requires much more. It requires at the very least, the ability to read, write and compute; to understand flow charts, bar graphs and matrices; and to read guages on equipment. As symbolic systems have grown more complex, the need for workers who can cope with the new complexities has grown. The literacy needs of our society are multiple, diverse, and ever-changing. Literacy is situational and contextual; when employment and social contexts change, those with limited literacy skills may be unable to function adequately and efficiently. What has become apparent is that many who are only marginally literate may be "at-risk" when there is a crisis such as a change in their employment.

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[1]For a more complete discussion of definitions and statistical findings see: Arthur N. Applebee et al., *Learning to be Literate in America: Reading, Writing and Reasoning* (March 1987); Irwin S. Kirsch and Ann Jungeblut, *Literacy: Profiles of America's Young Adults* (May 1986); Richard Venezky et al., *The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults* (January 1987), Princeton, N.J., National Assessment of Educational Progress, Educational Testing Service.

The Summit

Those attending The Summit agreed that the eradication of adult illiteracy requires joint efforts by federal and state governments, by business and industry, the media, the schools, libraries, and communities. The problem affects all sectors and populations within society.

Many organizations and groups have traditionally provided funding and services to alleviate illiteracy. As a result, the responsibility for solving the problem has been difficult to place with any single institution or sector and difficult to coordinate. New partnerships will need to be formed between public and private sectors so that successful actions can be mounted.

Solutions to the illiteracy crisis will not be found easily, but The Summit participants believe the problem will yield to concentrated and coordinated efforts. Lasting solutions require two strategies: those of a preventive nature and those that focus on intervention. Prevention strategies should be directed to the process of schooling from K through 12 to avoid further additions to the illiterate population.

Discussants agreed on the need to continue the pressure for overall education reform. Over the past 30 years, employers and numerous educators have complained that too many people have left school with low literacy skills. The reform movement of the last five or six years has intensified the quest for excellence, but large numbers of those who are functionally illiterate are still entering adult life.

Here are some of the goals articulated by Summit attendees for prevention strategies:

- Focus on early childhood education, with emphasis on reading and development of language skills.
- Reinforce the importance of schools' succeeding with all students so that more students complete high school with skills that enable them to function effectively in all aspects of a democratic society.
- Implement necessary changes in curriculum and instructional methods to broaden the coverage of basic skills and to foster higher-order thinking skills in more students.
- Provide more points of articulation throughout the process of schooling: elementary to middle school; middle school into high school; and high school into college.

Intervention Strategies: A Role for Everyone

Intervention techniques must be utilized with those already burdened by the classification of "adult illiterate." Federal and state governments, business and industry, and community-based and volunteer organizations have major roles to play. Here are some activities under way:

Business

- Major U.S. corporations have been providing job-specific training for employees for more than thirty years. Recently, however, training has needed to include basic skills such as reading and writing as well as job-specific training. Now, nearly 30 percent of American business is estimated to have remedial reading classes for employees. Many corporations are joining cooperatively to fight illiteracy. Several have been at the forefront of funding local literacy programs.
- A significant number of adults in the 18-25-year-old bracket need "occupational literacy." Many of this age group suffer from intermittent unemployment and/or poverty. Often, people in this group are forced out of employment when the job changes; they do not have sufficiently high

literacy skills to make quick changes. Similarly, lay-offs, plant closings, and other major changes require employees to seek training in new skills, and such points of transition are far more common in today's world. However, we should steer away from the myth that people with marginal literacy skills are not productive. This simply is not true.

- Most of the employers who provide on-site basic skills and job-specific training for employees are large businesses, but smaller and medium-sized businesses actually employ more people and should be assisted with their training needs. For example, state agencies such as adult education and/or adult basic education might negotiate to provide these services.

- For a variety of reasons, those who need literacy programs most are often the most difficult to reach. One difficulty is that those who already have jobs are more likely to gain access to literacy training, thus widening the gap between the "haves" and "have nots."

- Learning should be applied to life situations; people respond to programs that touch their lives. Employers should teach beyond the needs of a specific job and encourage people to continue the quest of new knowledge.

- The myth of the low-skill, "entry-level job" should be discarded. Most entry-level jobs require some literacy skills. For example, entry levels often have high demands for the employee to know when something is amiss or not working properly. Entry-level jobs often require individuals to mix chemicals and other types of solutions, or to handle food and to work in a variety of areas where substances are used. A mistake can be very serious and very costly.

The Armed Services

- The military has met the problem of illiteracy head-on. Perhaps for that reason, the military has scored some great successes. It provides training that relates directly to the work people will be doing.

Community-Based and Volunteer Organizations

Summit participants agreed that community-based and volunteer organizations have done a "lion's share" of the work for many, many years. However, the problem we currently face is too great for volunteer organizations to solve single-handedly. The problem has outgrown the resources available to these groups. They need the help of businesses, state and federal governments, and schools. Discussants concurred that:

- State planning and coordinating efforts must include community-based and volunteer organizations.

- Community-based and volunteer organizations should be encouraged to make realistic plans for targeting population groups for services and for securing funding.

- Community-based and volunteer organizations should be encouraged to collaborate across community lines.

Here are some of the other observations and suggestions made by Summit participants:

State Roles

- State leadership (such as by the governor) can lend visibility and credibility to the seriousness of the illiteracy problem. One approach followed in many states is that a statewide task force or coalition has been formed to study the illiteracy problem in the state. Such a group should include persons from the state education agencies (adult education, adult basic education), the

community college systems, the social services agencies having literacy funds, and the community-based and volunteer organizations.

- States must review the flow of funding for literacy services; many of the federally obligated dollars are "discretionary" to the state. Adult education and adult basic education are lost too often within the state's bureaucracy.

- States can mobilize and coordinate delivery of literacy services. Some states have begun this process already (some examples are California, Illinois, Virginia, Kentucky). However, coalitions are not sufficient; there must be monitoring assessment and evaluation as well. States were reminded to use existing systems and procedures and not to create a new bureaucracy.

- States can help prevent the separation of volunteer programs from mainstream, state-agency programs. These include the CBOs and volunteers in the state's adult education and adult basic education programs. Statewide coordination can keep down the confusion and competition. States could design a system for tracking the progress of literacy training and student achievement. States should assist community-based and volunteer organizations with training for volunteer tutors, application processes to secure additional funding and other resources.

- States can assess the range of need within their borders and the services in place. There should be a better match between needs and services (geographical distribution of population, access to public and private funding, types of service -- e.g. English as a Second Language, General Education Diploma, technologies such as interactive disks and so on). State acknowledgement and support will keep volunteer groups to attract additional funding from the private sector.

Status of Project Literacy U.S. (PLUS)

Project Literacy U.S. is a major national media project on literacy undertaken jointly by the American Broadcasting Company, Inc. (ABC) and the Public Broadcasting Service (PBS).

The PLUS project operates in two phases -- outreach development and awareness-raising through on-air programming. The purpose of PLUS is to help maximize these processes through local community organizations and national and local television and radio programming. A status report on PLUS was presented to the summit by Jim Duffy, Jack Harr, and Margo Woodwell.

- According to Jim Duffy, 60 percent of the newly formed community task forces are a result of PLUS.

- There are now ninety-five "Literacy Hotlines" in forty-five states; twenty-three of these are statewide. The hotlines are a means of ascertaining the level of need within communities so that needs may be matched with services. However, the hotlines are in financial trouble; communities need help in sustaining this activity.

- The hotlines have helped people come forward and admit illiteracy and seek help. The hotlines have had the effect of removing a sense of humiliation often associated with illiteracy.

Conclusions

Summit participants assented to several key action steps for federal and state governments, business and industry, the media, the schools, libraries, and communities.

- Articulate clear, attainable literacy goals for the twenty-first century.

- Work to raise the nation's consciousness of the linkage between literacy and the nation's economic development and continued high productivity.
- Assess and evaluate literacy programs for effectiveness, efficiency, and for their contribution to an overall literacy strategy.
- Coordinate purposes as well as resources to reduce duplication.
- Foster a willingness to share ideas on effective practices and programs across state and community lines.
- Explore possibilities for new partnerships between governments, business and industry, the media, the schools, libraries, and citizens.

Project PLUS, ECS and Governor Ashcroft promised a follow-up Summit within a year to review the nation's progress.

For more information about The Literacy Summit, contact Tom Duncan, Assistant to Gov. John Ashcroft for Education, State Capitol, Jefferson City, Missouri 65101 or Barbara J. Holmes, Director, Adult Literacy Project, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295.

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PART TWO: Federal Program Resources

INTRODUCTION

In forging an effective federal-state partnership, states may want to take a closer look at some of the current federal programs that states can use to develop prevention and intervention strategies that meet the different needs of individuals who have literacy deficiencies.

Based on a report released by the U.S. Department of Education, in fiscal 1985 there were seventy-nine literacy-related programs administered by fourteen different federal agencies ranging from the Air Force, Veterans Administration, and the Bureau of Indian Affairs to Head Start programs. While the potential usage of these programs was identified, more interagency and intergovernmental cooperation is needed so state governments can fully utilize these programs for literacy efforts.

In examining federal resources, states should be aware that most of these federal programs treat literacy training as one of the allowable activities within the confines of their programs. Successful utilization of these programs in many cases, depends on the state's decisions made on priority setting and targeting resources.

This resource guide highlights selected key federal programs that can be best utilized to support state efforts to: (1) develop early prevention strategies centered around the family -- programs that assist disadvantaged children and their families, including preschool, elementary, and secondary education and other social services programs; (2) develop intervention strategies centered around barriers to employment -- assisting adults to obtain necessary basic skills to enter employment and to upgrade their basic skills in the workforce; (3) mobilize and encourage the support of community and volunteer organizations. The local community and volunteer groups play critical roles in the delivery of literacy services to adults with minimum literacy skills, who are the most difficult groups for public programs to reach; and (4) provide language assistance to refugees and immigrants who face additional and different barriers because of language deficiencies.

THE ADULT EDUCATION ACT

One of the most important federal programs addressing adult literacy is the adult education program. It provides opportunity for adults who are out of school, 16 years and older, or beyond the age of state compulsory attendance to obtain basic skills equivalent to the high school completion level.

The adult education program is a state-administered matching grant program. Federal funds pay for 90 percent of the program costs. Grants to states allow provision of adult basic education through public and private organizations. Up to 20 percent of the funds are to be used for programs that prepare adults to obtain high school equivalent certificates (GED). Another 20 percent can be used for institutionalized adults, however, not less than 10 percent of funds must be used for experimental demonstration projects and teacher training.

While this program is considered the most important federal program for addressing literacy, funding for grants to states is at $105 million in fiscal 1987; a miniscule amount compared with other federal education and employment and training program funding.

The federal adult education program can be used as the core around which states can build a continuing support system to address the different needs of individuals. For example, the adult education programs can be linked to: (1) develop preschool literacy programs for parents of Head Start children in day care facilities; (2) provide basic skill remediation for participants in the Job Training Partnership Act (JTPA) programs; (3) assist low-skill adult learners in the communities through volunteers and community-based organizations; and (4) provide workplace basic skill improvement and vocational education program trainees or JTPA enrollees; (5) provide basic skill programs to targeted population such as AFDC recipients.

There are a few states that require provision of adult education services only through local school districts. In these states, creative approaches may be needed to ensure that workplace literacy programs can be provided.

In developing strategies for workplace literacy programs, states may want to set program performance and accountability standards that ensure mastery of the needed skills for the workplace. These skills can then link adult education participant's achievement to employment and training-related activities.

RELATED FEDERAL PROGRAMS

Based on the economic forecast, labor market needs and the projected demographic changes, states may want to consider various ways to coordinate federal programs centered around the following areas:

Family-Centered Literacy Efforts

Literacy training begins at home. Parents are their children's first and most important teachers. Several federal programs can be used to assist educationally and economically disadvantaged children and their parents. These programs also provide useful tools to prevent the intergenerational transfer of illiteracy. They are: Chapter 1 compensatory education, Chapter 2 school improvement, Head Start, Title XX social service block grants, handicapped children education, and the vocational rehabilitation programs.

The Education Consolidation and Improvement Act

Chapter 1 Programs. Chapter 1 programs provide remedial education services to disadvantaged children ages 5-17. A total of $3.9 billion has been appropriated by fiscal 1987. Of this amount, $3.4 billion has been in grants to local educational agencies targeted on schools with the greatest number of poor children.

Since the use of Chapter 1 funds is determined by local school districts, coordination of Chapter 1, adult education, and other federal programs will need to be encouraged at the local level. States can encourage local schools to: (1) provide reading assessment and target remediation activities in early grades for disadvantaged children; (2) assist parents in teaching their children at home through provision of parent education programs; and (3) encourage better coordination between Chapter 1 programs and JTPA to provide basic skill remediation to JTPA youth.

Chapter 2 Programs. Chapter 2 programs provide school improvement efforts in accordance with state and local needs and priorities, in basic skill improvement, support services, and special projects for students enrolled in both public and private schools. These state-administered block grants pass 80 percent of the funding to the local educational agencies. A total of $500 million is appropriated in fiscal 1987.

Current law prohibits states from exercising any influence in the decision-making process of a school district concerning the expenditure of program funds except in providing technical and advisory assistance and monitoring compliance. States, however, have discretion in the use of 20 percent state-level funding to: (1) improve instruction in reading, math, and written and oral communication skills for students; (2) acquire and use school library resources and teacher training related to literacy; and (3) develop preschool partnership programs in which the school works with

parents of preschool children in cooperation with Chapter 2 and Head Start programs, and prepare for employment which can be used to strengthen the relationship between basic skill development and work experience, in cooperation with JTPA programs.

Head Start Act

Head Start programs provide comprehensive health, educational, nutritional, social, and other services primarily to economically disadvantaged preschool children and their families. It gets parents involved with their children's activities so the child can attain overall social confidence.

In fiscal 1987, $1.3 billion is provided for two types of programs: full year programs for children ages 3 to school attendance age and summer programs for children who will attend kindergarten or elementary school for the first time in the fall. This program is a direct grant from the Department of Health and Human Services to local public and private non-profit organizations. Federal funds pay for 80 percent of the cost.

States should know that Head Start agencies are required to coordinate activities with other state and local programs serving Head Start children. However, since Head Start is administered directly by the federal agency, states may not have access to information on the policies, procedures, and quality of services provided by Head Start agencies. There are also no procedures or systems for states to identify and provide these missing services since coordination and collaboration can only occur if the state agency and local Head Start service providers already have an existing relationship. States may want to use adult education programs and other resources as leverage to foster coordination and collaboration with Head Start programs by assisting Head Start parents improve their literacy skills.

Social Security Act

Title XX Social Services Block Grants. The Title XX block grant entitlement program allows Congress to set the annual state funding ceiling for social services programs to needy populations. States are given wide discretion as to the services to be provided and the groups who may be eligible for services. Most frequently, states provide services in such areas as home-based services, day care for children, protective and emergency care, retraining and educational services, transportation, and social support. A total of $2.6 billion was appropriated in fiscal 1987. Based on the fiscal 1986 state pre-expenditure report, fifty-two states and territories have used Title XX funds for day care services, thirty-three states for transportation support.

States may want to examine the use of Title XX funds to support day care and transportation services for persons attending literacy classes funded under the adult education and/or JTPA programs. These services are frequently critical to the success of literacy programs.

Education of the Handicapped Act

Children with handicapping conditions require special attention. The Handicapped Act provides both early childhood and regular school programs for handicapped children. This act can be used to address basic skill remediation needs. In fiscal 1987, $1.34 billion is provided to states and local educational agencies for free and appropriate public education to all handicapped children ages 3-21. At least 75 percent of the funds must be passed to local educational agencies. Up to 25 percent remains at the state level for support and direct services. States may want to use the state-level funding to encourage the local school districts to strengthen the basic skill development of these handicapped children.

A separate preschool program is authorized to provide educational services to handicapped children ages 3-5 with $180 million funding in fiscal 1987. To remain eligible for this program, states must serve all handicapped children aged 3-5 years by 1991. This federal mandate will provide states the incentives to establish programs to meet the basic educational needs of these

children. The early childhood education program and secondary and transitional services are discretionary programs that can be used to support state and local efforts in strengthening the basic academic skills of handicapped children and youth.

The Rehabilitation Act

This act provides vocational rehabilitation and education-related services to disabled persons, preparing them for employment to the extent of their capabilities. These services are individually tailored, including physical and mental restoration services, vocational training, and work adjustment training. In fiscal 1987, this state-administered matching grant program is provided with $1.27 billion.

Special literacy efforts are needed for physically disabled persons. Development of their basic academic skills are often hampered by their physical conditions. States may want to encourage use of adult education funds to strengthen the literacy activities in vocational rehabilitation programs. VISTA volunteers and other community-based programs also can be used to provide additional tutoring and transportation support.

Community-oriented Literacy Efforts

Literacy efforts need strong local community involvement and support. Volunteers can play an important role in this area. A variety of federal programs such as library services, library literacy projects, VISTA Literacy Corps, college work-study, and community service block grants are available for community-related literacy efforts.

Library Services and Construction Act

Library Services Programs. A public library provides an ideal setting for literacy activities since most communities have one. Libraries can provide such resources as space, communications, materials, staffing, and other logistical support for literacy efforts in local communities. The library service programs provide funds to assist states to establish, extend, and improve public library services and to make service accessible to all people. In fiscal 1987, a total of $78 million is appropriated.

Literacy programs are a priority of library services, a state-administered matching grant program. Many states have given literacy projects increased support since 1980. In 1986, forty-seven state's literacy projects generated state-supported projects.

Library Literacy Programs. The library literacy projects are discretionary grant programs awarded by the Department of Education through a competitive application process. A total of $5 million is nationally appropriated in fiscal 1987, providing 239 grants for state and local public libraries to acquire literacy materials, recruit and train volunteers to be tutors, and coordinate statewide literacy activities.

The Domestic Volunteer Service Act

VISTA Literacy Corps. Congress created Volunteers in Service to America (VISTA) in 1964. VISTA is a full-time, year-long volunteer program which encourages and enables adults 18 years and older from all backgrounds to perform volunteer services.

The VISTA literacy corps, established in 1986, is designed to recruit and assign VISTA volunteers to literacy projects in communities based on current national poverty levels and literacy standards. Priority is given to high-risk, literacy-deficient individuals who have low skills (0-4 grade levels), and reside in unserved or underserved areas.

A total of $2 million is provided to recruit volunteers. States may want to use VISTA volunteers to support state, local, and community-based literacy projects. In using VISTA volunteers, states should be aware that these volunteers can only serve up to a twelve-month period. Funds can be used for the VISTA volunteers monthly subsistence allowance.

The Higher Education Act

College Work-Study Program. This program provides part-time employment for students who attend insititutions of higher education, are eligible for financial assistance, and are selected by participating institutions.

A total of $592 million has been appropriated in fiscal 1987 with federal funds paying up to 80 percent of the costs. In fiscal 1986, 753,000 students from approximately 3,500 insitutions received an average award of $880. Institutions may use the fund to develop community services learning programs. States may want to encourage institutions to train work-study students as tutors in literacy programs or serve as volunteer tutors in public schools.

Community Service Block Grant (CSBG). This state-administered program provides funds to states for helping ameliorate the causes of poverty in their communities. Of the $335 million appropriated in fiscal 1987, 90 percent is passed to local community-action agencies. States can use 5 percent of the fund for discretionary projects.

Literacy is one of the seven priority services identified in this program. In fiscal 1986, 10 percent of program funds was spent on education-related activities which include adult basic education, GED certification, and English as a second language. States may want to coordinate the CSBG program with adult education, vocational education programs, develop better linkage for literacy programs, and encourage the use of volunteers in support of literacy projects operated by community-action agencies.

Employment-based Literacy Efforts

The lack of appropriate literacy skills can create barriers for adults to enter or re-enter employment and to obtain better employment. Several key federal employment and training programs under the Job Training Partnership Act (JTPA), Vocational Education, and WIN can be used to assist literacy-deficient adults obtain necessary skills.

Job Training Partnership Act

The purpose of the Job Training Partnership Act (JTPA) is to prepare youth and unskilled adults for entry into the labor force and provide job training opportunities to economically disadvantaged and other individuals facing barriers to employment. Since poor literacy skills are a major barrier to employment, remedial education services to raise the literacy skills of participants are an allowable activity under all parts of the act.

The major programs authorized under the act are:

- Training programs for economically disadvantaged youth and adults authorized under Title IIA provides for a wide variety of education, training, job search, placement, and support services. This program has been directed toward achievement of high placement rates at relatively low costs. As a result, much of the activity to date has been devoted to on-the-job training and job search assistance. The classroom training that has been provided has been of short duration and has included only limited basic skills remediation.

- The Summer Youth Employment Program, authorized under Title IIB, provides opportunities for basic and remedial education, work experience, training and related services to economically disadvantaged youth between the ages of 14 and 25. Recent amendments to the

act have emphasized the importance of using the summer program to enhance the basic educational skills of youth and encourage them to complete school or enroll in supplementary or alternative school programs.

- The Dislocated Worker Program, authorized under Title III, provides job training and referral services, as well as pre-layoff assistance, to workers terminated through a permanent plant closing, layoff, or who are otherwise unemployed and unlikely to return to their previous employment. Although many dislocated workers have been found to suffer severe basic skill deficiencies, most enrollees seem to be more interested in quick turn-around reemployment assistance than enrollment in longer-term remediation and training.

- State Education Coordination and Grants, authorized under Section 123 of the act, provide literacy training, drop out prevention, and school-to-work transition and related services in cooperation with the education system. This program provides the greatest opportunity for leverage of the education and local JTPA delivery systems. Resources available under this program can be used as seed capital to bring about desired reforms in literacy instruction for youth and adults within both systems.

- Training Programs for Older Individuals, authorized under Section 124, provide job training and referral services to economically disadvantaged individuals, 55 years and older. This population often has educational deficiencies that serve as barriers to employment.

- National programs including: The Job Corps; training programs for native Americans; migrant and seasonal farm workers; and Veterans employment programs. The Job Corps, in particular, is a valuable, within-state resource addressing the literacy needs of at-risk youth.

The Governor has direct control over the Title III program and the education and older worker set-aside programs. Although the Governor has less discretion over the basic Title IIA and Summer Youth Employment Program, he or she can nevertheless, exert considerable influence over how the JTPA system will contribute to the solution of the state's literacy problem.

The Title IIA and IIB programs are state administered, but managed on a decentralized basis through a network of about 633 local Service Delivery Areas designed by the Governors. Locally established Private Industry Councils (PICs) provide policy guidance and oversight to the local job training program. Within the parameters of the law, the PIC decides who will be served, what services will be provided, and who will deliver the services.

Gubernatorial leadership can be provided through the Governors' planning and coordination responsibilities. Further leverage can be exerted on the educational and local JTPA delivery system through the use of the state set-asides, especially the 8 percent education set-aside. Furthermore, Governors have responsibility for managing a sophisticated performance standard system awarding incentives for good performance and serving the hard-to-serve and providing technical assistance to improve performance.

The Carl D. Perkins Vocational Education Act

This act provides assistance to states to expand and improve vocational education programs and ensure equal opportunity in vocational education to historically underserved populations. In fiscal 1987, $802 million is appropriated. While most of the funds are used for occupational skill training, the act does allow prevocational educational preparation and basic skills development activities. In addition, states are required to describe the methods proposed for the joint planning and coordination of programs implemented under this act with the Adult Education Act. Several programs authorized under this act can be used for strengthening literacy efforts.

Basic State Grants. Title II-A, Vocational Education Opportunities requires funding to be targeted to six population groups: the handicapped, the disadvantaged, adults in need of training and

retraining, including individuals having limited English proficiency, participants in programs to eliminate sex bias, criminal offenders in correctional institutions, and single parents and homemakers.

Title II-B program improvement, innovation, and expansion allows funds to be used for programs that improve and expand post-secondary and adult vocational education programs and related services for basic skills especially for unemployed workers and individuals with limited English proficiency. States may also use funds for programs related to curriculum development in vocational education such as the application of basic skill training for literacy activities.

Community-based Organizations. This program allows states to provide assistance to join programs of eligible recipients and community-based organizations for prevocational educational preparation and basic skills development projects conducted in cooperation with business concerns. It also allows special prevocational preparation programs targeted to inner-city youth, non-English speaking youth, and youth in areas of high poverty.

Consumer and Homemakers. This program can be used for instructional services related to parenting education, child development, and application of basic academic skills through the consumer and homemaker education programs.

Adult Training, Retraining, and Employment Development. Funds under this program can be used to assist adults who are unemployed, displaced, and employed but need to upgrade skills. Remedial service is an allowable activity in this program, especially for those adults who have limited English proficiency.

Work Incentive Program (WIN)

WIN provides training, job placement, and other related social services to AFDC recipients, helping them become economically independent. Literacy is an allowable activity to the extent that services are needed to help participants keep their job. The availability and quality of services may be limited due to funding since $103 million is appropriated in 1987, and Congress may eliminate this program in fiscal 1988 and address the literacy needs of AFDC recipients in welfare reform legislation. States can identify the potential literacy needs of WIN recipients through assessment processes and encourage the use of adult education funding to provide them with the necessary assistance.

Language-related Literacy Efforts

People with limited English proficiency require different support since their language barriers may not limit their entry to the labor market, but may limit their mobility within the labor market. Federal resources that can address language barriers are: bilingual education programs, refugee resettlement assistance, immigrant and refugee education programs, and state legalization assistance programs authorized under the Immigration Reform and Control Act.

Bilingual Education Act

Bilingual Education Programs. Biligual education programs can be used to help limited English proficient students between ages 5 and 17 to receive instruction in their native language and subsequent transition to their use of the English language. Of the $143 million appropriated in 1987, $99 million is to be used for language instruction, including student assistance in meeting grade promotion and graduation requirements.

Bilingual education project funds are awarded primarily to local school districts by the Department of Education through a competitive application process. States should know that the competitive process may not address the changing demographics in states that have increasing refugee and immigrant populations, since funding allocation is not based on the number of the

eligible population enrolled in schools. States need to work closely with bilingual education programs of local school districts to explore the link between this program with other remedial education assistance programs.

Family English Literacy Program. A total of $2.25 million is provided to teach English to adults with limited English proficiency, primarily parents of children in bilingual projects and out-of-school youth. By approaching local school systems, states can find ways to encourage the provision of language instruction to disadvantaged children with limited English proficiency who are enrolled in either Chapter 1 or Head Start programs.

Emergency Immigrant Education Act

The immigrant education program provides assistance to school districts enrolling recently arrived immigrant children. In fiscal 1987, $30 million is appropriated for this program, which is administered by state agencies with subgrants to local districts on the basis of children enrolled. School districts may expend funds for education-related purposes of eligible students. States may want to encourage local districts to use funds for special English language instruction. Local districts must have at least 500 such children or these students represent at least 3 percent of the total enrollment. Immigrant students include children of undocumented aliens, legal resident aliens, refugees, parolees, and asylees. Eligibility continues for three years.

Refugee Assistance Extension Act

Refugee Education Programs. Refugee education provides assistance to school districts that enroll refugee children who have been in the United States for less than three years. In order to qualify for services, a refugee child must have been designated by the Immigration and Naturalization Service upon entry into the United States. Refugee children can be counted under both refugee and immigrant education programs. In fiscal 1987, $16 million is appropriated for this program, which is administered by state agencies with subgrants to local school districts. Funds may be expended for any education-related purpose of eligible students. States may want to encourage local schools to target funds for language instructions.

Refugee Resettlement Assistance. The refugee resettlement assistance program offers language training for those refugees who have lived in the United States for less than three years. A total of $69 million is appropriated in 1987 with funds allocated to states based on refugee population.

Language training and employment-related services are considered priority services, and 85 percent of state funds must be spent on these activities. However, because of the concerns of the increasing refugee dependency rate on welfare assistance, the federal refugee resettlement office has encouraged states to spend more funds on employment-related activities or language training that are related to vocational training or employment. This direction will not assist states addressing the needs of those refugees who are older and have less employment skills. Funding for language training provided under this program can be used, however, to help refugees, who may be qualified to enroll in JTPA or vocational education programs, get training slots in JTPA programs.

Immigration Reform and Control Act. The immigration act has established a state legalization impact assistance grant program. This program is designed to provide federal reimbursement for state and local costs incurred from assisting legalized aliens. The states are required to use at least 10 percent of their state allotments under this program for providing educational services to eligible legalized aliens.

Educational program costs are limited to $500 per student: this includes both elementary and secondary education provided by the local educational agencies and adult education assistance on language and citizenship skills provided by local educational agencies and other public and private non-profit organizations and community-based organizations.

An automatic appropriation of $1 billion for each of the four years beginning in fiscal 1988 is authorized in the immigration act. The amount of funding available for language assistance depends on several factors. The act requires the federal government to subtract federal costs for providing eligible legalized aliens with Medicaid, SSI, and Food Stamp benefits from the $1 billion a year funding cap. It is projected that federal costs will increase from $70 million in 1988 to $555 million in 1991, therefore reducing available funds for state and local reimbursements.

In addition, states are required to spend at least 10 percent on public assistance, public health, and educational costs. A state may distribute the remaining 70 percent at state discretion. States should be cautious about the available funding for education since there is no record of how many undocumented aliens will be legalized and be eligible for service. In examining ways to use the required 10 percent funds for educational services, States may want to encourage language provision with other federally-funded programs to help legalized aliens become self-sufficient. States may also wish to consult with voluntary literacy services on managing programs and curriculum design for teaching new immigrants how to read and write in English.

PART THREE: Literacy Resources

LITERACY RESOURCES

Adult Literacy Initiative

The Adult Literacy Initiative (ALI) of the U.S. Department of Education was established by the President in 1983 to increase awareness and provide federal leadership. ALI provides services to: (1) coordinate and expand federal activities for literacy within and outside the Department of Education; (2) maintain a focus on coalition building; (3) strengthen relations with adult basic skill programs throughout the country; (4) explore ways that the media and new technologies can be used for literacy; and (5) bring about greater business involvement in literacy.

U.S. Department of Education
Room 4145, FOB-6 400
Maryland Avenue, S.W.
Washington, DC 20202
Karl Haigler, Director
(202) 732-2959

Contact Literacy Center

This is the national literacy hotline providing referral services for both students and volunteers. Call the toll-free number for the instructional program in your community.

P.O. Box 81826
Lincoln, Nebraska 68501-1286
Rhonda Kadavy, Director
(800) 228-8813; (402) 464-0602

American Association For Adult And Continuing Education

This is a professional association with 7,000 members involved in adult and continuing education. The association provides information about literacy programs and administers educational programs.

1201 16th Street, Suite 230
Washington, DC 20036
Judy Koloski, Executive Director
(202) 822-7866

International Reading Association

The association is a professional organization of reading specialists, psychologists, researchers, and classroom reading teachers. IRA supports the efforts of its 73,000 members to improve the quality of reading, instruction, and promoting lifetime reading habits. It also sponsors conferences and publishes four journals, monographs, brochures, and other information.

P.O. Box 8139, 800 Barksdale Road
Newark, Delaware 19714
Ronald Mitchell, Executive Director
(302) 731-1600

Laubach Literacy Action

Laubach is a volunteer organization, with 50,000 tutors in teaching basic skills to 60,000 students through 600 community affiliated programs. The organization disseminates literacy information and publishes a quarterly newspaper.

P.O. Box 131, 1320 Jamesville Avenue
Syracuse, New York 13210
Peter Waite, Executive Director
(315) 422-9121

Literacy Volunteers Of America (LVA)

LVA works at the national, state, and local levels to set up independent local programs and train volunteer tutors. The organization develops and publishes tutor manuals and other related materials.

5795 Widewaters Parkway
Syracuse, New York 13214
Jim Crouch, Executive Director
(315) 445-8000

American Library Association

The association is a 40,000-member organization promoting library programs, including basic English. Generally funded locally, half the nation's 15,000 libraries are involved in literacy activities, one-fifth in one-on-one tutorials and the rest supplying traditional space, materials, and reference services. The majority of programs involve LVA or Laubach. Statewide library literacy initiatives are operating in California, Florida, Illinois, Kentucky, Maryland, Massachusetts, New Jersey, New York, Ohio, and South Carolina.

Office of Library Outreach Services
50 East Huron Street
Chicago, Illinois 60611
Roger Parent, Deputy Executive Director
(312) 944-6780

American Newspaper Publishers Association Foundation (ANPA)

The ANPA Foundation has launched a three-year national program to make newspapers more aware of the illiteracy problem and help them get more involved in efforts to combat it. The organization offers a wealth of resources to newspapers, including on-site workshops and

presentations; a monthly newsletter, "PRESS TO READ," a handbook for starting a newspaper literacy project; a slide/video presentation; and other essential data.

Box 17407, Dulles Airport
Washington, DC 20041
Carolyn Ebel Chandler, Literacy Program Manager
(703) 648-1000

Business Council For Effective Literacy (BCEL)

The BCEL was founded in 1984 to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country, then advise business on involvement and funding opportunities. BCEL's work is carried out through publications and a technical assistance program. More than 50 compainies are backers of BCEL.

1221 Avenue of the Americas
35th Floor
New York, New York 10020
Dan Lacy, Vice President
(212) 512-2415

Gannett Foundation

The Gannett Foundation in cooperation with USA Today, launched a two-year $2.25 million project to provide assistance to advance statewide planning and literacy services in June, 1987.

The first year funding of $1.25 million has been awarded to thirteen states. All their projects are aiming to establish lasting mechanisms for providing literacy services. Some are planning special efforts focused on bilingual education, basic skills for rural groups and the learning disabled and overcoming social and economic barriers for adults needing help. The states that received awards are: Illinois, Indiana, Maine, Massachusetts, Minnesota, Nevada, Oregon, Pennsylvania, Puerto Rico, Rhode Island, Tennessee, Texas, and Washington.

Lincoln Tower
Rochester, New York 14604
Christy Bulkeley, Vice President
(716) 262-3315

IBM Corporation

IBM has developed IBM InfoCourse: Principle of the Alphabet Literacy System, an interactive, computer-base, learning program for those unable to read or with reading difficulties. In addition, IBM has established more than twenty joint partnerships with community-based organizations and public adult education programs to explore the use of computers in all facets of adult education -- from beginning reading through GED preparation, life skills, and job training. In addition, IBM has set up its own in-house tutoring center in Philadelphia, using employee volunteers to support community literacy efforts.

3301 Windy Ridge Parkway
Marietta, Georgia 30067
W. F. Speights, Jr., Manager
Information System Group
IBM Educational Systems
(404) 988-1903

The National Association of Broadcasters (NAB)

The NAB has received government funding for a study on how to reach and motivate semi-skilled or low-level skill workers who are likely to lose their jobs as their skills become outdated. The project will mobilize local support by organizing retraining task forces from business, labor, education, and civic organizations. Once the area's needs and agenda have been defined, local broadcasters will launch an intensive public awareness drive on radio and television. This will be followed by a sustained public service campaign to publicize the retraining programs available in each community and to encourage local workers to participate.

Broadcast Industry Council to Improve American Productivity
1771 N Street, N.W.
Washington, D.C. 20036
Don LeBrecht, Executive Director
(202) 429-5330

Project Literacy U.S. (PLUS)

PLUS is a major national media outreach project undertaken jointly by the American Broadcasting Company, Inc. (ABC) and the Public Broadcasting Service (PBS) since December, 1985. The purpose of PLUS is to mobilize communities across the nation for literacy.

From the original goal of raising public awareness, the PLUS campaign in 1987 will focus on three specific themes: civic literacy, literacy and the workforce, and youth and literacy. These themes will be highlighted by major television specials, additional literacy-related program segments, public service announcements, extensive local programming, off-air promotional events and other activities.

National Outreach Office, WQED
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213
Jack Harr, Project Director for ABC
Margot Woodwell, Project Director for PBS
(412) 622-1491

Council Of State Policy And Planning Agencies (CSPA)

CSPA is offering a policy academy entitled: "Increasing Literacy for Jobs and Productivity," under the sponsorship of the U.S. Department of Labor in cooperation with the National Governors' Association and the U.S. Department of Education. The policy academy will assist states in creating policies which are intended to bring down the employment barriers for at-risk populations such as youth, welfare recipients, unemployed, underemployed, or dislocated workers. The policy academy is a twelve-month process involving two sessions of all participating states. Ten states will be selected to participate. Each participating state assembles a term of key decision makers who will work on the state's literacy initiative from inception through implementation.

444 North Capitol Street N.W.
Washington, DC 20001
Barbara Dyer, Director of Policy Studies
(202) 624-5386

Education Commission Of The States (ECS)

ECS formed a National Advisory Panel on Adult Literacy in November, 1986. The primary focus of the panel is to link state education policymakers with the literacy issue. ECS received a

grant from the Sears Roebuck Foundation to conduct a state education policy seminar program (SEPS) on literacy which is designed to provide information and technical assistance to state policymakers. ECS is also funded by the MacArthur Foundation over the three-year period to study higher literacy skills such as critical think and interpretation, and foster discussion of educational reform among policymakers.

1860 Lincoln Street, Suite 300
Denver, Colorado 80295-0301
(303) 830-3600
Frank Newman, President

Institute For The Study Of Adult Literacy

The Institute has received $200,000 from the Gannett Foundation to head a nationwide project promoting the use of technology in adult literacy programs. The project will investigate evolving technologies such as computers and videodiscs that can be used by literacy programs. A video training package and print materials will be developed to orient teachers and tutors who have not used technology before. The project will publish a newsletter and plans to develop criteria for evaluating computer software.

Penn State University
203 Rackley Building
University Park, Pennsylvania 16802
Dr. Eunice Askov, Director
(814) 363-3777

Urban Literacy Development Fund

The Urban Literacy Development Fund financed by ACTION Agency, Gannett Foundation, Dayton Hudson Corporation and B. Dalton Bookseller has been set up to support literacy efforts in urban areas. The fund will operate a national network of communications and advocacy activities and a grant program. Ten regions of the country will be selected to receive grants of up to $40,000 for plans developed cooperatively by a broad range of community agencies and literacy groups in each area.

7505 Metro Boulevard
Minneapolis, Minnesota 55435
Jean Hammink, Project Director
(612) 893-7600

The American Society For Training And Development (ASTD)

ASTD has begun a $1 million two-year study to strengthen ties between the private sector and public job training programs. The study will examine how the best practices in the private sector can be applied to JTPA and vocational educational programs. Anthony Carnevale of ASTD will oversee the study, focusing on six basic areas: organization and the strategic roles of training as it is integrated into an employer's overall institution, managers and training, technical training, measuring the effectiveness of training, the economic impact of training, and basic skills training as it applies to entry-level jobs and dislocated older workers. ASTD plans to develop generic training models in each area and transfer these practices to public and private systems.

1630 Duke Street
Alexandria, Virginia 22313
Lei Gainer, Director of National Affairs
(703) 683-8100

Polaroid Corporation

The Polaroid program is designed to help employees to assess, improve, and develop their skills. Services are provided to manufactural, administrative, and mid-level technical and trade employees. Out of 5,000 hourly workers currently employed by Polaroid, about one third of them enroll in these voluntary program courses which include basic literacy, arithmetic and algebra, computer literacy and electronics problem-solving skills up to high school level courses. Employees can take two or three courses a year, 100 percent paid for by the company.

Corporate Human Resource Development
750 Main Street 2D
Cambridge, Massachusetts 02119
Linda Stoker, Program Manager
(617) 577-5422

National Council Of State Directors Of Adult Education (NCSDAE)

NCSDAE is an association which represents fifty state program directors who operate the federally-funded, state-administered adult education program.

New York Department of Education
Room 1607
One Commerce Plaza
99 Washington Avenue
Albany, New York 12234
Garry W. Murphy, Director of Adult and Continuing Education
(518) 474-5808

American Society Of Newspaper Editors

The ASNE has formed a literacy committee made up of fifteen concerned newspaper editors. The editors have been meeting regularly and are producting an ASNE literacy packet to be sent to all ASNE members. The committee also is forming a literacy speakers bureau. The committee's long-range goal is to increase awareness among newspaper editors of illiteracy and unused literacy.

P.O. Box 17004
Washington, D.C. 20041
Lee Stinnett, Executive Director
(703) 620-6087

Association For Community-Based Education

The association provides information and technical assistance to fifty-five colleges and community-based education organizations. It also provides loans and mini grants.

1806 Vernon Street, N.W.
Washington, D.C. 20009
C. P. Zachariadis, Executive Director
(202) 462-6333

National Diffusion Network

It provides training and technical assistance for adaption of exemplary adult literacy programs. There are three nationally-validated literacy programs that are available for techincal assistance and training: Jefferson County (KY) literacy program; the Bronx project (NY); and the FIST program.

U.S. Department of Education
Capitol Plaza, Room 510G
555 New Jersey Avenue
Washington, D.C. 20208
Shirley Curry, Director of Recognition Division
(202) 357-6139